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ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are: (1) planning to get a job, (2) finding job openings, (3) getting facts about job leads, (4) following up job leads, (5) filling out job application forms, (6) the job interview, (7) taking employment tests, and (8) requirements and approaches for the beginning employee. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

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# GETTING A JOB

ORIENTATION TO THE WORLD OF WORK SERIES

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# ORIENTATION TO THE WORLD OF WORK UNIT

## "Getting a Job"


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## Introduction

This unit, "Getting a Job," is one of the series of "Orientation to the World of Work" units designed for special vocational education teachers and other vocational teachers who have disadvantaged and handicapped students in their classes. There are nine other units in this series:

- The Role of Work in Society
- How To Keep a Job
- Personal Development
- Occupational Safety
- Learning About Jobs
- Self Appraisal for Employment
- Introduction to Orientation to the World of Work
- Taxes Affecting the Worker
- Handling Your Paycheck


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# UNIT: GETTING A JOB

## I. Rationale

Most students today know very little about the world of work. This is especially true of the disadvantaged and handicapped students in secondary schools, and it is particularly true in relation to the area of knowledge and skills which pertain to getting a job. Even though these students may possess the skills necessary for a job, or even learn the job skills required, it is a well-known fact that seventy-five per cent of all applicants are "screened out" by employment application forms alone. With such students not possessing the ability to properly complete such a paper, they would invariably be among the seventy-five per cent screened out. They are further deterred from actually getting a job by not knowing where to find jobs or where to get placement services, by their inability to use a telephone, or by being unable to write a letter of application or resume. Even if the disadvantaged/handicapped reach the final stage, the interview, they will almost certainly be prevented from getting employment because of grooming, speech habits, manners, or mannerisms unacceptable by businessmen, or by nervousness brought on by being in a situation and with a type of person alien to their previous personal experiences and knowledge.

Such students are normally found among the large numbers of high school dropouts who constitute a group that has one of the highest unemployment rates in the nation. Now, however, many are being kept in school by special programs and services and are being given job skills. These efforts will still be to no avail if these students cannot actually get the job so that they can apply the skills learned. Therefore, this unit must be an integral part of all special vocational education programs and should be an integral part of regular vocational programs. It forms the bridge which connects vocational orientation and vocational preparation with the actual world of work.

## II. Subject Matter Outline

A. Planning to Get a Job
   1. First Things First: You
   2. The Community Where You Live
   3. Your Age: Legal Considerations
   4. Planned Search for a Job

B. Finding Job Openings
   1. Help From Others
   2. Personal Search

C. Getting Facts About Job Leads
   1. Job Analysis
   2. Location of Jobs
   3. Strategies of Approach

D. Following Up Job Leads
   1. Letter of Application
   2. Telephone
   3. Resume
   4. Applying in Person

E. Filling Out Job Application Forms
   1. Sections of Application Forms
   2. Personal Information
   3. Printing, Spelling, and Spacing
   4. Responding to Items on the Application Forms
   5. Learning Employers' Standards and Uses of Application Forms

F. The Job Interview
   1. Planning for the Interview
   2. At the Interview
   3. The Interview Follow-Up

G. Taking Employment Tests
   1. Kinds of Written Tests and Tips for Taking
   2. Kinds of Performance Tests and Tips for Taking

H. You're Hired!
   1. Other Requirements To Meet
   2. Approaches to First Day on the Job

## III. Unit Objectives

The student will

A. List five job openings suitable to his interests and abilities and give the employer's name and address for each.

B. Demonstrate, in simulated situations, his ability to complete the follow-up steps in obtaining employment in accordance with employer standards in the community.

## IV. Interest Approach
(Select the most appropriate.)

A. An inspirational recording could be adapted by the teacher from paragraph three, pages 35-39, of The Opportunity Explosion by Robert Snelling, Sr. Sections of Chapter 7 (pages 80-98) contain some examples of benefits of planning careers.

B. Filmstrip: "Vocational Decisions," p. 63. Free loan, Resource Center for SVE Teachers.

C. Film: "Finding Your Life Work." Rental, Business Education Films.

D. Invite a former student who is employed to talk about the benefits of planning careers.

E. Invite an outside resource person from the Department of Economic Security or a private company to discuss the benefits of planning careers.

MAJOR CONCEPT: A. Planning to Get a Job

SUPPORTING CONCEPTS:

1. First Things First: You
2. The Community Where You Live
3. Your Age: Legal Considerations
4. Planned Search for a Job

PERFORMANCE OBJECTIVES: The student will

1. List jobs within the range of his interests and abilities.
2. Identify jobs which are suitable to him and presently available in his home community.
3. Explain how job opportunities are affected by labor laws.
4. Develop a plan for getting a job, utilizing job lead cards.

A: PLANNING TO GET A JOB 1: FIRST THINGS FIRST: YOU

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Interest approach: Listen to tapes describing the ten occupational interest areas. Note to Teacher: (the same ten areas found in Kuder Preference surveys) | Listen to parts of each of the tapes (just enough so the student comprehends what each area concerns). Note to Teacher: Explain and relate to local community before or after each tape. | Tape:<br>No. 1. "Exploring the World of Work"<br><br>Book:<br>No. 18. "Kuder Preference Series" |
| Construct a bulletin board containing names and also pictures which depict the ten interest areas. Note to Teacher: A discussion may be generated by asking a question as "In which area area are you interested?" | Same. | Magazines<br>Magic Marker<br>Letter Stencils |

A: PLANNING TO GET A JOB 1: FIRST THINGS FIRST: YOU (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Read and discuss concepts of interests and abilities. | Same. | Books:<br>No. 25. Succeeding in the World of Work, Ch. 6.<br>No. 20. Occupational Essentials, Ch. 1. |
| View a film concerning interests and aptitudes (abilities). | Same. | Film:<br>No. 2. "Aptitudes and Occupations" |
| Construct bulletin board (companion to one above) on aptitudes (abilities). | Same. | Magazines<br>Magic Marker<br>Letter Stencil<br>Poster Board |
| Take Kuder or other preference or interest survey and discuss results. Note to Teacher: This survey may be given by the counselor. | Same. | Book:<br>No. 18. Kuder Vocational Preference Record, Form C. |
| Work portions of "Job Experience Kit" which are in line with individual's occupational interest. | Same. | Multi-Media Kit:<br>No. 1. "Job Experience Kit" |
| Research occupational briefs in line with individual's interest area. | Same. | Multi-Media Kit:<br>No. 2. "Occupational Exploration Kit" |
| Evaluation: Make an individual scrapbook containing pictures of jobs in which one has an interest, noting on each page the abilities needed. | Same. | Magazines<br>Drawings |

A: PLANNING TO GET A JOB 1: FIRST THINGS FIRST: YOU (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| View filmstrips pertaining to need for further career training. | Same. | Filmstrip:<br>No. 2. "Career Opportunities Series"<br>- "Your Life of Work"<br>- "New Career Opportunities"<br>- "Interest Pays Off" |
| Role play a situation showing the need for further training, such as a boy who wants to be an automobile mechanic or a girl who wants to be a beautician. | | |
| Field Trip: Visit a vocational school or a vocational program in the school to observe the opportunities made available by further training. Prepare a bulletin board to show the occupational opportunities observed. | Same. | Vocational schools or vocational training programs within the school (T |
| Evaluation: Panel to discuss the results of getting a job in which you have no interest or ability. | Same, but use as an individual activity by those students who are more capable. Divide into two groups: one dealing with interests and the other dealing with lack of abilities. | Suggested resource persons:<br>- students<br>- adults<br>- out-of-school youth<br>- teacher |
| View a filmstrip, noting instances which show that the task of getting a job is a highly personal and individual one. | Same. | Filmstrip:<br>No. 1. "ABC's of Getting and Keeping a Job"<br>- "Preparing for the Job You Want" |

A: PLANNING TO GET A JOB 1: FIRST THINGS FIRST: YOU (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Resource Person: Invite someone to discuss various experiences in getting jobs. | Same. Suggest that care be taken to be sure that the resource person selected be someone who understands and communicates with the handicapped. A member of the school staff might be better than someone from the community. Select a former student who is presently employed. | Suggested Resource Person<br>- personnel manager<br>- teacher<br>- insurance agent<br>- student employed part time |
| Prepare a mural, bulletin board, collage or pictorial graph showing the job interests of students in class. Prepare a list of jobs from the display. Note to Teacher: This is a continuous evaluation activity and should be used throughout the learning process on this supporting concept. | Same. Note to Teacher: Utilize math, art, and English principles. | Suggested Resource Persons:<br>Teachers of:<br>- math<br>- art<br>- English |

A: PLANNING TO GET A JOB 2: THE COMMUNITY WHERE YOU LIVE

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Construct a large map of the local community. Pinpoint on the map the jobs you can do, where the jobs are located, and where your home is located. Include company names, job titles and pictorial symbols, or pictures. | Same. In addition, use photographs of companies to assist in recognizing the area. Prepare a permanent map made of bulletin board material. Note to Teacher: Permit students to use map during their free time or for games in locating jobs. Utilize the skills of the industrial arts teacher in preparing the permanent map. Use direct study to pinpoint the following on the maps:<br>1. Jobs (by title) which class members identify as being able to perform<br>2. Company names (those which hire persons in the above jobs)<br>3. Location of students' homes | - city business directory<br>- telephone directory<br>- pictures of local businesses and their products<br><br>Book:<br>No. 30. Quadrangle Maps |
| Field trip: Visit nearby businesses which employ youth in unskilled, semi-skilled, and skilled jobs. | Field trip: Visit a business in the community which has been identified and located on the map. Discuss salaries and duties as related to jobs identified. Note to Teacher: Prepare for visitation by identifying possible jobs the students will see. Point out these jobs and ask the students to recall the jobs after the trip. | Selected local businesses |

A: PLANNING TO GET A JOB 2: THE COMMUNITY WHERE YOU LIVE (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Resource person: Invite a person to discuss local job opportunities and the training needed for these jobs. | Survey teachers and staff holding other type jobs. Note to Teacher: Teachers or staff should do actual listing. Bring in the employers or personnel from the companies visited on field trip to talk with students. | Suggested Resource Persons:<br>- Chamber of Commerce official<br>- other businessmen<br>- teacher |
| Prepare a list of jobs available in one's neighborhood. | Discuss jobs in neighborhoods and schools in small groups. Note to Teacher: List on chalk board. | |
| Develop a guide sheet to be used in interviewing workers. | Same, less items. Note to Teacher: Introduce the concept of interviews. Role play an interview situation so that the students will know what to expect. | Guide sheet developed in class (T) |
| Set up a mini-career day in class. Invite semi-skilled, skilled, and professional people in and have them bring their tools and instruments (when applicable). Follow up career day with thank-you letters. | Same, except omit professional occupations.<br><br>Follow up career day by preparing a model postcard, on an assembly line basis. | - Community workers' union offices<br>- Postman<br>- Hospital employees<br>- Police<br>- Fireman |
| Interview a worker in the community, using the guide sheet. Present interview to class. Note to Teacher: The interview may be taped, using a cassette recorder, or written. The students may work alone or in pairs. Role play the interview situation before the students go out. | Conduct an interview of school personnel--cafeteria worker, teacher aide, teachers, and others. Work alone or in pairs. Make a cassette recording or a pencil-paper report of the interview. Include pictures when appropriate. | Portable tape recorder (D/H) |

A: PLANNING TO GET A JOB 2: THE COMMUNITY WHERE YOU LIVE (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Write a short biography of the worker interviewed. | Write a book in own words about interviews using pictures each has made. Note to Teacher: Correct spelling and other errors tactfully. Role play jobs found interesting after the mini-career day. Show tolls or instruments needed for that job and explain their use. | |
| Evaluation: Complete a map quiz. Note to Teacher: Duplicate the page containing a sketch of the community. Include the names of jobs which match the student's abilities and which exist in the community. Include jobs not existing in community and of too high ability for the student. The students will delete those jobs not available to them. | Less content. Note to Teacher: Use map game and have students identify job locations by placing pictures of workers or companies on the prepared map board, or have students draw the workers or their place of business (or use symbols) on the prepared sketch of the community. | Teacher-made test |

A: PLANNING TO GET A JOB 3: YOUR AGE--LEGAL CONSIDERATIONS

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Exhibit and examine leaflets and booklets printed by government agencies pertinent to labor regulations. Use an activity sheet as a guide. | Note to Teacher: Introduce concept of age and how it affects you when you become an employee. | Teacher developed activity sheet for supervised study (D) |
| Display and discuss charts from federal and state departments of labor which pertain to child labor laws on bulletin board. | Illustrated discussions: age and hours and age and wages. Note to Teacher: Free charts and booklets (single copies free) on federal and/or state regulations pertaining to child labor may be obtained from<br>--Local employment offices<br>--U.S. Department of Economic Security<br>--Ky. Department of Economic Security, Frankfort, Ky. 40601<br>When requesting materials by letter, describe the type of program you have and specify that you want whatever free materials they have pertaining to employment of minors. Ask that the material be sent at their earliest convenience. (D/T) | Teacher-made charts |
| Resource person: Invite a person to discuss local opportunities and jobs in which teenagers may or may not be employed. Include hours, wages, and working conditions. | Resource person: Invite school personnel to discuss local opportunities for youth employment. Include regulations for wages, types of jobs and the numbers of hours he may work. | Suggested Resource Persons:<br>- State employment office personnel<br>- School personnel officer<br>- Counselor<br>- Job coordinator familiar with child laws |

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Draw outline map of U.S. and mark where federal laws are made; draw outline map of Kentucky and show where state laws are made. | Same. Color an outline map of U.S. and indicate where federal laws are made. (Note: Correlate with social studies.) | Outline map of U.S. and Kentucky |
| Read and discuss the legal requirements for employment of minors. | Omit for most EMR's. | Book:<br>No. 25. Succeeding in the World of Work, Appendix 3. |
| Summary: Use bulletin board, "Legal Requirements for Employment." Display work permits and other items essential to employment. | Same. | Work Permits |
| Listen to a tape presentation on violations of labor laws and discuss.<br>Note to Teacher: Develop the tape presentation. | Same. | - Tape recording on labor law violation<br>- Court cases<br>- News articles<br>- Local representative of the Kentucky Department of Labor |
| Evaluate a list of jobs by circling the ones you can legally enter.<br><br>Note to Teacher: Correlate with math. Develop or choose problems dealing with age, time, and hours. | Play a game of jobs about what one can or cannot legally enter. | Teacher-made game (H) and list of jobs (D) |

A: PLANNING TO GET A JOB 4: PLANNED SEARCH FOR A JOB

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Listen to tapes or view filmstrips dealing with the advantages and disadvantages of planning or not planning how you will go about getting a job. | Same. | Teacher-made tapes<br>Filmstrip:<br>No. 9. "The Road to Nowhere"<br>Book:<br>No. 23. The Opportunity Explosion |
| Buzz Session: In small group, discuss the meaning of job lead cards and the role they play in the search for a job. Examine a sample job lead card and determine suitability for one's use. | Same. | Student Materials:<br>"Sample Job Lead Cards," pp. 59-60. |
| Complete a job lead card on an actual job opening. | Same. | Local Resources for Information:<br>- Newspaper<br>- Economic Security Office |
| Complete job lead cards on actual openings as they find them. | Same. | |
| Socio-drama: (1) Job hunting without a plan, (2) Use lead cards in planning to search for a job. | Same. | |
| Culminating activity: View filmstrip on "Career Planning in a Changing World." | Same. | Filmstrip:<br>No. 2. "Career Opportunity Series"<br>- "Career Planning in a Changing World" |
| Summarize: After viewing filmstrip, write a paragraph on why it is better to have a plan in hunting a job. | Make a list of reasons why it is better to plan and be prepared before searching for a job. | |

A: PLANNING TO GET A JOB 4: PLANNED SEARCH FOR A JOB

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Evaluation: Describe three results of hunting jobs with a plan using job lead cards. | Evaluation: Describe one situation of job hunting with a plan. | |

MAJOR CONCEPT: B. Finding Job Openings

SUPPORTING CONCEPTS:
1. Help from Others
2. Personal Search

PERFORMANCE OBJECTIVES: The student will

1. Write the names of five different agencies from whom one may obtain job information and services.
2. List five other sources where one may find job openings suitable for himself.

B: FINDING JOB OPENINGS 1: HELP FROM OTHERS

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Field Trip: Visit local State Employment Office to learn services and information available as well as location of facility. Note to Teacher: Introduce purpose and prepare students for field trip. | Ask a social worker to guide the tour. | Local Employment Office (D/H) |
| View a film which points out assistance provided by state agencies. | Same. | Film:<br>No. 4. "State Employment Services" |
| Resource Person: Discuss the services of private employment agencies or visit a private employment agency if possible. Follow-up activity: Complete exercises on vocabulary and math relating salaries and fees. | Note to Teacher: Suggest to resource person that a detailed description of any physical aspects of the employment agency office be given, such as building, location, color or type building, and people who work there. | Suggested Resource Persons:<br>- Employee of a private employment agency<br>- Someone who has utilized the services of a private agency in getting a job<br>- Business and office education teacher |

B: FINDING JOB OPENINGS 1: HELP FROM OTHERS (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Read references and report on shady employment agencies. | Same. | Book:<br>No. 10. Occupational Essentials, Ch. 2, "Shady Employment Agencies" |
| Resource Person: Explain job services and information provided by school. Read references on how your school can help you in finding a job. | Same. | Suggested Resource Persons:<br>- job coordinator<br>- counselor<br>- principal<br>Book:<br>No. 16. The Job You Want, Ch. 3. |
| Ask family members and friends if they know about jobs available which teenagers could do. Read A Job For You. Report findings to class. | Same. | Book:<br>No. 15. A Job For You, Ch. 4. |
| Resource Persons: Listen to qualified personnel discuss services provided by Public Assistance, Welfare, Vo-Rehab, Community Action, etc., in helping people locate jobs. | Same. | Suggested Resource Persons:<br>Representatives from:<br>- Public assistance<br>- Welfare<br>- Vocational Rehabilitation<br>- Community Action<br>- Other agencies whose special functions are working with disadvantaged and/or handicapped people |
| Evaluation: List at least 5 different agencies from which one can get employment information and services. | Evaluation: Oral, with true-false responses. | |

B: FINDING JOB OPENINGS 2: PERSONAL SEARCH

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Read and discuss references on want ads.<br><br>OR:<br><br>View a filmstrip and list points to remember relative to job finding. | Same. Omit reading of references. | Books:<br>No. 5. Getting a Job, Ch. 4.<br>No. 16. The Job You Want, Ch. 3, "How To Find a Job by Yourself"<br>Filmstrips:<br>No. 4. "Job Finding Series"<br>- "So You Want a Summer Job"<br>- "How to Get a Job and Keep It"<br>- "When You Go To Work"<br>- "How to Find a Job for Yourself" |
| Note to Teacher: Use exercise sheets for analyzing newspaper ads. | Same, except reduce number of items, accompany with oral instructions--one at a time. Note to Teacher: Adaptations can be made according to particular needs of class. Most concepts that need to be taught about want ads are found in this example. (D/H) | Student Material:<br>"Getting Information from Want Ads," pp. 61-67. |
| Note to Teacher: Create related math lessons pertaining to time and money from want ads: counting hours, A.M., P.M. and amounts of wages. | Same. | |

B: FINDING JOB OPENINGS 2: PERSONAL SEARCH (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Note to Teacher: Listen to live broadcasts made by the employment office and make job lead cards for which one is qualified. Make up a report on job openings and role play a radio announder. | | Books:<br>No. 19. Looking for a Job<br>No. 25. Succeeding in the World of Work, Ch. 2<br>No. 29. You and Your Job, Ch. 1 |
| Search other sources for job leads, such as signs, bulletin boards, and other places. Prepare job lead cards for jobs discovered and bring these to class. | Same. | |
| Fill out basic information on a number of job lead cards, listing jobs from a variety of sources. Arrange by number in order of preference. | Same, except require a smaller number of job lead cards; note the student who completes the most. Indicate that parents or others may help them, if necessary. | Book:<br>No. 24. Putting Your Newspaper to Work |
| Evaluation: List at least 5 other sources including places, persons, and agencies where one may find information on job openings. | Same. Assist students with spelling. | |

MAJOR CONCEPT: C. Getting Facts About Job Leads

SUPPORTING CONCEPTS:

1. Job Analysis
2. Location of Jobs
3. Strategies of Approach

PERFORMANCE OBJECTIVES: The student will

1. List at least one standard source of general job information.
2. Name at least five general factors which need to be considered in analyzing a job.
3. Identify four methods of following up job leads.

C: GETTING FACTS ABOUT JOB LEADS 1: JOB ANALYSIS

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Buzz Session: Discuss items teenagers think are important in pursuing a particular job. List on chalk board. | Same. | |
| Read references to help determine the job you want. | Same. | Book:<br>No. 16. The Job You Want, Ch. 2, "What to Look for in a Job" |
| Examine job analysis form. Compare with a student developed list. Discuss and clarify terms on the form. | Adapt more simplified analysis sheet with fewer items, if necessary. | Student Materials:<br>"Job Analysis Exercise Sheets," pp. 68-71. |

C: GETTING FACTS ABOUT JOB LEADS 1: JOB ANALYSIS (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Field Trip: Visit a guidance office and library to find and use available materials in completing the job analysis sheet. | Same, but will need more teacher help in library. | Book:<br>No. 21. Occupational Outlook Handbook |
| Play a game of 20 questions following the library activity. Note to Teacher: Think of a job and give students 20 chances to identify the job you are thinking of. Encourage students not to try to name job at first but to pinpoint by asking general questions, such as indoor or outdoor, training level, etc. One who guesses gets to think of a job and let others guess. (This increases proficiency in analyzing jobs of all sorts.) | Same, but use job titles prevalent in local area. | |
| View filmstrip which describes ways to study occupations. | Same. | Filmstrip:<br>No. 2. "Career Opportunities Series" - "How to Study Occupations" |
| Summary: List sources of general job information and factors needed to be considered in analyzing a job. | Construct mobiles of names of things to be considered in analyzing a job. (Class group activity for summarization) | |

C: GETTING FACTS ABOUT JOB LEADS 2: LOCATION OF JOBS

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Develop a list of items needed for use in an analysis of local jobs:<br>- location<br>- distance<br>- pay<br>- employer<br>- fringe benefits<br>- hours<br>- working conditions | Same. | |
| Bring in job lead cards and share with class additional information obtained from friends and other sources about specific local job openings. | Same, but fewer job lead cards. | |
| Rearrange the job lead cards after all additional information has been recorded on them. Students may wish to renumber the cards according to preference. Discuss any new first references, etc. | Same. | |
| Summarizing and/or evaluation activity: Use an exercise sheet and list randomly five factors which need to be considered in analyzing a job. Note to Teacher: Have the students rearrange in their order of importance and defend their decision. | | |

C: GETTING FACTS ABOUT JOB LEADS 3: STRATEGIES OF APPROACH

| TEACHING-LEARNING-EVALUATION STRATEGIES | | |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | RESOURCES |
| Research big city newspapers with plenty of want ads. Discover four methods of contacting employers suggested in these ads:<br>(1) letter of application<br>(2) resume<br>(3) applying in person<br>(4) telephone | Same. | Book:<br>No. 16. The Job You Want, Ch. 4. |
| Cut out and paste on exercise sheet five want ads representing each of the above categories. | Same. | Student Materials:<br>"Looking for a Job?" pp. 72-75. |
| Evaluation: List four ways of following up a job lead. | Same. Find examples again of each type of response and place in blocks as in suggested Student Materials but without any assistance from teacher. | |

MAJOR CONCEPT: D. Following Up Job Leads

SUPPORTING CONCEPTS:

1. Letter of Application
2. Telephone
3. Resume
4. Applying in Person

PERFORMANCE OBJECTIVES: The student will

1. Produce an acceptably written business letter and address an envelope in answer to an actual want ad.
2. Demonstrate, in a simulated situation, the correct procedure for using the telephone in obtaining an appointment for an interview.
3. Write a simplified resume, giving complete and correct information.
4. Demonstrate, in a simulated setting, how to apply for a job in person.

D: FOLLOWING UP JOB LEADS 1: LETTER OF APPLICATION

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Pre-test: Write a letter, in answer to a want ad, address an envelope, fold the letter and place it inside. | Same. | Dictionary |
| Read and discuss references which describe how to succeed in the world of work by properly applying for a job. | Same. | Book:<br>No. 25. Succeeding in the World of Work, Ch. 3. |

D: FOLLOWING UP JOB LEADS 1: LETTER OF APPLICATION (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Write a letter of application. | Note to Teacher: Make and cut out sample parts and give to students. Paste parts in proper place on sheet of typing paper and envelope. | Student Materials: "Letter of Application and Its Envelope," pp. 76-79. |
| Use a checklist in evaluating written letters. | Same. Discuss the letters by parts (1 or 2 parts each day), for example:<br>(1) margins, student's address, and date<br>(2) company address and salutation<br>(3) body of letter and its paragraphs<br>(4) closing and signature | Student Materials: "Checklist for Letter of Application and Its Envelope," pp. 80-81. |
| Read references which describe how letters of application may help one get better jobs. | Same. | Books:<br>No. 13. How You Can Get A Better Job<br>No. 20. Occupational Essentials, Ch. 3, "The Employment Application"<br>No. 24. Putting Your Newspaper to Work<br>No. 28. You and Your Job, Ch. 5. |
| Summary Activity: Make a large chart of a business letter and a correctly addressed envelope. | Same. | |
| Write a letter to a business person. Note to Teacher: Prior to the assignment, ask a business employer to read and write his evaluation on the students' letters. Follow up with class discussion. Provide related lessons on language. | Same. Note to Teacher: Stress penmanship, sentence structure, and paragraph structure. | |

D: FOLLOWING UP JOB LEADS 1: LETTER OF APPLICATION (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| (continued)<br>skills: spelling, grammar, puctuation, and capitalization, as needed.<br><br>Post-test: Write a letter of application in reply to a want ad. Use the letter of application checklist again to evaluate post-test letter. | Same. After writing the letters, explain how to correct any errors made. Use a transparency of a well-written letter to aid in explanation. Follow by having students rewrite their test letters, correcting any errors made.<br><br>Note to Teacher: Lessons in handwriting--reversals, correct construction of cursive letters--may be helpful here. | Book:<br>No. 24. Putting Your Newspaper to Work |

D: FOLLOWING UP YOUR JOB LEADS 2: THE TELEPHONE

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| View a film on telephone etiquette. | Same. | Film:<br>- From local telephone co. |
| Resource person: Invite a trained person to discuss telephone techniques. | Same. | Suggested Resource Person:<br>- Local telephone company personnel |
| Read and discuss references which will further emphasize the importance of using good telephone techniques. | Same. | Book:<br>No. 13. How You Can Get a Better Job |
| Examine and use telephone directories. | Same. Arrange in alphabetical order ten firms listed in yellow pages. Locate in directory. | Local telephone directories |
| Demonstrate use of telephone. | Note to Teacher: During the demonstration, stress correlation of numbers and letters on the dial. Allow each student to practice dialing. Check for coordination in turning the dial. Show the correct way to hold the receiver and how to correct a mistake made in dialing a number. Include any exercises necessary to develop the needed motor coordination. | Teletrainer, local telephone company |
| Role play situations portraying correct procedure for using telephones in obtaining an interview, etc. | Same. | |

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Use a checklist of telephone etiquette. | Note to Teacher: Modify checklist. Define such words as: courteous, distinct, tone, etc. | Student Materials: "Checklist for Telephone Usage," p. 82. |
| Evaluation: Use actual telephones in a simulated setting to obtain an appointment for an interview. | Practice dialing to overcome finger dexterity problems. Point out information on dial plate. Note to Teacher: Have the students write the numbers down prior to dialing so they won't forget them. | Toy telephones or teletrainer sets available from telephone company |
| | Use a tachistoscope in learning to remember telephone numbers. | Reading Lab |
| | Use visualization, memory, and auditory exercises. | Reading Lab |

D: FOLLOWING UP JOB LEADS 3: RESUME

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Read references on preparing a resume. | | Books:<br>No. 20. Occupational Essentials, Ch. 3, "Job Resume"<br>No. 23. The Opportunity Explosion<br>No. 25. Succeeding in the World of Work, Ch. 3.<br>No. 28. You and Your Job, Ch. 5.<br><br>Student Material:<br>"Sample Resume," p. 83. |
| Develop a simplified resume form or personal data sheet. Make a job folder; include data sheet and other related credentials. | Same. Use dictionary to define such terms as the following:<br>1. Objective<br>2. Status<br>3. Relocation<br>4. References<br>5. Data<br>6. Resume | |
| Fill out on a practice form the following sections:<br>1. Personal data<br>2. Previous employment<br>3. Personal references<br>4. Other information<br>Note to Teacher: Assist students with each individual section of form. | Note to Teacher: Help student to learn to write his address correctly. Give more help with terms.<br><br>Note to Teacher: Point out to students that their vocational high school teachers could help them prepare personal data sheets and will have the appropriate forms. | |
| Brainstorm: Discuss possibilities for obtaining professional service in making resumes given by business and office people or private agencies for a fee. Note to Teacher: Since | Same. Put copy in folder. Keep school activities or work experience sections updated during the year. | |

D: FOLLOWING UP JOB LEADS 3: RESUME (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| few jobs require an elaborate or formal resume, this section should be limited just to the general information needed by most employers.<br><br>Evaluation: Construct a simplified resume, giving complete and correct information. | | |

D: FOLLOWING UP JOB LEADS 4: APPLYING IN PERSON

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Note to Teacher: This situation is the same as the interview and may be taught later in the unit. | | |

MAJOR CONCEPT: E. Filling Out Job Application Forms

SUPPORTING CONCEPTS:

1. Sections of Application Forms
2. Personal Information
3. Printing, Spelling, and Spacing
4. Responding to Items on Application Forms
5. Learning Employers' Standards and Uses of Application Forms

PERFORMANCE OBJECTIVES: The student will

1. List five general types of information required on all application forms.
2. Supply the personal information required on a job application form which one has not previously seen with 100% accuracy.
3. Print, spell, and space all entries on an application form correctly.
4. Demonstrate the ability to respond correctly to items on an application form which do not have specific instructions.
5. List five common standards by which employers judge application forms.

E: FILLING OUT JOB APPLICATION FORMS 1: SECTIONS OF APPLICATION FORMS

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Pre-test: Complete actual application forms. Note to Teacher: It is preferable to use forms divided into sections, with sections labeled "Personal Data," "Education," etc. | Same. Note to Teacher: Application forms are available in office supply stores in pads of 50 or 100. | Standard Application Forms Book: No. 28. You and Your Job, Ch. 6. |

E: FILLING OUT JOB APPLICATION FORMS 1: SECTIONS OF APPLICATION FORMS (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| View five different types of forms (of varying lengths). Identify similarities and differences in the sections on the forms. | Same. | Teacher-made transparency<br>Book :<br>No. 15. A Job For You, Ch. 7. |
| Make a large chart showing an application form. Label the different sections with large letters. | Same. | |
| Make a bulletin board display of different application forms gathered from several local businesses. | Same. | Local Businesses |
| Construct flash cards for drill exercises on the different sections of the application form. | Same. | |
| Evaluation: Match examples of items called for on application forms with the name of at least five sections in which they are most usually included. | Identify different sections by drawing crayon lines around each different section. Use a different color for each section. | |

E: FILLING OUT JOB APPLICATION FORMS 2: PERSONAL INFORMATION

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Discuss, section by section, the corrected pre-test on information and terms. Emphasize that the majority of applicants lose opportunity for employment because of application forms. | Same. | Books:<br>No. 16. The Job You Want, Ch. 5.<br>No. 20. Occupational Essentials, Ch. 1. |
| Make flash cards of terms. Identify definitions and relate the terms to the sections in which they are found. | Same. | Book:<br>No. 25. Succeeding in the World of Work, Ch. 3. |
| Complete practice sheets on each section. | Same. | Practice Sheets--Teacher-made of each section of an application form |
| Grab Bag: Place application form terms on separate pieces of paper and put in a grab bag for each section. Pull one from the bag and explain the term drawn to others. When drawing is completed, paste the terms drawn in the proper catagory on an exercise sheet which lists the categories on an application form. | | Book:<br>No. 4. Full Speed Ahead--Communications 3, "Lesson Twenty-Four" |
| Evaluation: Complete a multiple choice test on the terms found on application forms. | Matching. | |
| Complete an application form by supplying all of the personal information required. | | |

E: FILLING OUT JOB APPLICATION FORMS 3: PRINTING, SPELLING, AND SPACING

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Demonstrate a neat and consistent style of printing on chalkboard or transparency. | Same. Note to Teacher: May be displayed on a wall or an appropriate place in the classroom. | Letter guides, available at school supply stores |
| Practice printing letters, caps and lower case. Use own name, address, and terms pertaining to the lesson. Practice making numbers clearly. | Same. Note to Teacher: Teach draftman's printing. Allow students to use crow-quill pens to illustrate the left to right movement of pen in making numbers and letters. | |
| Resource person: Invite a person to discuss spacing, neatness, erasures, and other marks on finished typed copy. | Same. | Typing teacher |
| Resource person: Invite a person to demonstrate printing. | Same. Practice using pencils, then pens. | Art or drafting teacher |
| Study terms for correct spelling. Participate in a spelling bee. | Same. | |
| Note to Teacher: Project an application form on the chalkboard. Fill in the information by having students respond one at a time while other students evaluate the work as it is done. | Same. | Teacher-made transparency |
| Practice spacing information. Judge the amount of space available for the amount of information to be inserted and centered. | Same. | Teacher-developed practice sheets for drill on spacing information on the application form |

E: FILLING OUT JOB APPLICATION FORMS 4: RESPONDING TO ITEMS ON APPLICATION FORMS

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Note to Teacher: Explain, by using a sample worksheet, the different ways items must be responded to such as, circling, checking, underlining. Emphasize the importance of responding to every space on the application form, the use of "N/A" in spaces which do not apply and the use of no, yes or none. | Same. | Student Material: "Responses on Job Application Forms," p. 84. |
| Complete an exercise sheet on responding to items on application forms. View the different types of responses and indicate specific instructions given that must be followed. Decide how to respond when specific instructions are not given. | Same. | Teacher-made transparencies |
| Evaluation: Complete an application form. | Same. | |
| Note to Teacher: Have an employer screen out the best five, next best five, etc., of the student completed forms. | Same. Note to Teacher: Ask an employer to rate the completed forms. | |

E: FILLING OUT JOB APPLICATION FORMS 5: LEARNING EMPLOYERS' STANDARDS AND USES OF APPLICATION FORMS

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Note to Teacher: Research and develop a list of points employers look for when judging application forms and discuss with students. | Same. | Book:<br>No. 20. Occupational Essentials, Ch. 3. |
| Resource Person: Invite a person to discuss the employer's use of application forms in screening applicants. | Same. | Local Employer<br>Book:<br>No. 25. Succeeding in the World of Work, Ch. 3. |
| Role play the part of employer in using forms during an interview. | Same. Note to Teacher: Play the role of the employer for the first interview. | |
| List questions which employers may derive from the application form and the obvious points employers may check on application forms when screening. | Same, but teacher completes an application form and has students to list obvious points the employer might check when screening the application. | |
| Evaluation: List five standards by which an employer judges application forms. | Same. Note to Teacher: Use an application form which has not been used previously for practice or illustrative purposes. | Application forms |

MAJOR CONCEPT: F. The Job Interview

SUPPORTING CONCEPTS:

1. Planning for the Interview
2. At the Interview
3. The Interview Follow-up

PERFORMANCE OBJECTIVES: The student will

1. Demonstrate in a simulated interview grooming standards generally acceptable to employers.
2. Bring to a simulated interview the credentials needed and be knowledgeable concerning questions asked.
3. Demonstrate, in a simulated situation, the manners and speech acceptable to employers.
4. Demonstrate courtesy and personal effectiveness in simulated post-interview telephone call or in a thank you note or letter of appreciation to an employer.

F: THE JOB INTERVIEW 1: PLANNING FOR THE INTERVIEW

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| View filmstrips to create an impression of good grooming. | Same. | Filmstrips:<br>No. 7. "The Look Is Natural"<br>No. 11. "Your Job Interview" |
| Resource person: Invite a specialist to give a presentation on good grooming. | Same. | Suggested Resource Persons:<br>- Home economics teacher<br>- Charm teacher from a business school |

F: THE JOB INTERVIEW 1: PLANNING FOR THE INTERVIEW (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Resource person: Invite a barber and /or beautician to discuss and demonstrate hair care and use of cosmetics. | Same. | Suggested Resource Persons:<br>- Barber<br>- Beautician |
| Construct a scrapbooklet from magazine cutouts. Include clothes suitable for work and grooming aids. | Same. | Magazines |
| Make a bulletin board on grooming. | Same. | |
| Resource person: Invite two employers (one with traditional views and one with the liberal) to discuss grooming as they feel it relates to employment. | Same. | |
| Demonstrate good and bad grooming, using charts and other props.<br>OR<br>Role play a person groomed properly and a person groomed improperly for an interview. | Same. | Book:<br>No. 7. Good Grooming for Teenagers, Ch. 2 & 3. |
| Construct a chart listing do's and don'ts at the interview. | Same. Use drawings and cut out pictures for chart. Use more pictures than words. | Magazines/Newspapers |
| View transparencies or filmstrip on grooming and discuss. | | Transparency:<br>No. 3. "Personal Development Series," Subset - "Dress Ability"<br>Filmstrip:<br>No. 3. "Grooming for Girls and Grooming for Boys" |

F: THE JOB INTERVIEW 1: PLANNING FOR THE INTERVIEW (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| View and discuss pre-interview checklist on grooming. Note to Teacher: Transparencies may be made from suggested student materials. | Same. | Student Materials: "Grooming for the Interview Checklist," p. 85. |
| View and discuss pre-interview checklist on items to be taken to the interview. | Same. | Student Materials: "The Interview--Things to Take Checklist," p. 86. |
| View and discuss pre-interview checklist of possible questions which may be asked. | Same. | Student Materials: "Questions Asked During Job Interviews," p. 87. |
| Read references on interview questions. | Same. | Book: No. 20. Occupational Essentials, Ch. 3, "The Job Interview" |
| List items to be taken to the interview. Answer questions on the "Questions Asked During Job Interviews" list. | Oral quiz and responses. | |
| Evaluation: Complete a multiple choice test on grooming terms and concepts and demonstrate acceptable grooming standards for an interview in a simulated situation. | Same, except complete a matching test rather than multiple choice. | Teacher-made test |

F: THE JOB INTERVIEW 2: AT THE INTERVIEW

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Read and discuss references which describe what to do at an interview. | Same. Students could tell the teacher what points to include in checklist. | Books:<br>No. 15. A Job For You, Ch. 6.<br>No. 20. Occupational Essentials, Ch. 3.<br>No. 25. Succeeding in the World of Work, Ch. 3.<br>No. 28. You and Your Job, Ch. 7.<br><br>Student Materials:<br>"Job Interview Checklist," p. 88. |
| Discuss a checklist on points of behavior (manners and speech, etc.) pertaining to the interview. | Same. | |
| View a filmstrip on the job interview. | Same. | Filmstrip:<br>No. 6. "The Job Interview" |
| Role play and make cassette recordings of job interview skits. | Same. Allow students to read these before making recordings. | Books:<br>No. 11. How to Hold Your Job, "How to Act At an Interview"<br>No. 20. Occupational Essentials, Ch. 3. |
| Resource Person: Invite personnel manager to give talk concerning the job interview. | Same. | Suggested Resource Persons:<br>- Local hospital personnel manager<br>- Local business manager |
| Evaluation: Role play interviews. Rate self and others using a comprehensive checklist. Compare ratings. | Same. | Student Materials:<br>"Job Interview Checklist," p. 88. |

F: THE JOB INTERVIEW 3: THE INTERVIEW FOLLOW-UP

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Discuss possible ways of interview follow-up. Discuss the advantages and/or disadvantages of each follow-up procedure. | Same. | Book:<br>No. 28. You and Your Job, Ch. 7. |
| Practice writing a letter of appreciation and making a telephone call. Write skits for making post-interview telephone calls. | Same. | Book:<br>No. 20. Occupational Essentials, Ch. 3. |
| Evaluation: Write a thank-you letter and make a follow-up call, OR make a cassette recording of the phone call. Use a checklist to rate each other. | Same. | |

MAJOR CONCEPT: G. Taking Employment Tests

SUPPORTING CONCEPTS:
1. Kinds of written tests and tips for taking
2. Kinds of performance tests and tips for taking

PERFORMANCE OBJECTIVES: The student will

1. Identify some types of written tests given by employers.
2. List the names of at least five different types or kinds of performance tests.

G: TAKING EMPLOYMENT TESTS 1: KINDS OF WRITTEN TESTS AND TIPS FOR TAKING

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Display copies of intelligence, aptitude, social, ability, clerical, and other written types of tests. Examine and discuss. | Same. Note to Teacher: Paperback books on how to take employment tests are available in most bookstores and cover a large number of areas of work. They contain samples of items that are given in the actual tests. | Book: No. 15. A Job For You, Ch. 7. |
| Discuss how to take a test. | Same. | |
| Take one or more of the above type tests. Note to Teacher: Some social ability and clerical tests are well-adapted for the disadvantaged student. | Same. | Book: No. 25. Succeeding in the World of Work, Ch. 5. |

G: TAKING EMPLOYMENT TESTS 1: KINDS OF WRITTEN TESTS AND TIPS FOR TAKING (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Evaluation: Name some of the different types of written employment tests. | Same (oral). | |

G: TAKING EMPLOYMENT TESTS 2: KINDS OF PERFORMANCE TESTS AND TIPS FOR TAKING

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Discuss jobs requiring performance tests such as: welding, electricity, beautician, and jobs requiring licensing or tests for advancement from helper to apprentice. | Same. Interview a worker who has taken a performance test and tell about it in class. | |
| Read references which describe various kinds of performance tests. | Same. | Books:<br>No. 1. Basic Civil Service Training<br>No. 17. Jobs in Your Future, Ch. 4. |
| Panel discussion: Invite resource persons to discuss whether or not on-the-job performance is really a type of test. Note to Teacher: Prepare and administer a manipulative-type test on sorting by size, color, or shape. Have students establish norms for speed and accuracy. | Same. Use blocks, pegs, bolts, screws and washers. | Suggested panel members:<br>- class members<br>- students with part-time jobs<br>- an adult employee<br>- a parent |
| Take the G.A.T.B. test which involves finger and manual dexterity and motor coordination. | Take the I.P.A.T. (non-reader). | G.A.T.B. Test<br>I.P.A.T. Test |
| Evaluation: Name at least five performance tests required for some jobs. | Same. | |

MAJOR CONCEPT: H. You're Hired!

SUPPORTING CONCEPTS:

1. Other Requirements to Meet
2. Approaches to First Day on the Job

PERFORMANCE OBJECTIVES: The student will

1. List the steps in obtaining work permits and state where such permits may be obtained.
2. Tell how to make an appointment to get a medical examination.
3. Complete correctly a duplicate of a tax exemption certificate and list the other items one may need upon arriving for work.

H: YOU'RE HIRED! 1: OTHER REQUIREMENTS TO MEET

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| View and discuss a transparency of a work permit. | Same. | Teacher-made transparency of a work permit |
| Resource Person: Invite a person to explain<br>- where and how to obtain a work permit<br>- how to complete it<br>- the necessity of getting the consent of parents and a promise of employment. | Same. | Resource person:<br>- Job coordinator<br>- Counselor |
| OR | | |
| Read references and view a filmstrip describing the steps of getting a job. | | Book:<br>No. 25. Succeeding in the World of Work, Appendix 3. |

H: YOU'RE HIRED! 1: OTHER REQUIREMENTS TO MEET (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| | | Filmstrip:<br>No. 1. "ABC's of Getting and Keeping a Job Series," Filmstrip B. |
| Evaluation: Tell or list the steps needed to be completed in order to get a work permit and the place where work permits are issued. | Same. Tell the name of the person to go to see in order to secure the work permit application and how to contact him. | |
| Resource person: Invite a person to discuss diet in relation to working. | Same. Discuss what to expect at the doctor's office. | Suggested Resource Persons:<br>- County health nurse<br>- Home economics teacher<br>- Cafeteria manager |
| Read and discuss copies of medical exam forms. | Same. | Medical examination forms |
| Demonstrate how to obtain an appointment to get a physical examination by telephone. | Same. | |
| Note to Teacher: Remind students to expect fee to be charged for a medical examination. | Practice writing a check to pay for medical examination or make payment in cash. Remind students to return the completed medical exam form from doctor's office to his employer. | |
| Evaluation: Tell the steps involved in getting a medical examination. | Same. | |
| View transparency and discuss the terms and information needed on a tax exemption certificate. | Same. | Teacher-made transparency<br>Tax exemption certificate |
| Complete a tax exemption certificate. | Same. | |

H: YOU'RE HIRED! 1: OTHER REQUIREMENTS TO MEET (CONTINUED)

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| Field trip: Visit the local health department. Collect information on<br>- how to obtain a birth certificate if parents do not have a copy.<br>- the importance of a birth certificate.<br>- how long records are kept.<br>Discuss why a birth certificate and a social security card may be needed the first day at work. | Note to Teacher: Point out how to get a birth certificate if parents do not have a copy. | Health Department |
| Evaluation: Name the papers that may be needed the first day on the job. and tell what information will be asked concerning the tax exemption certificate. | Same. | |

H: YOU'RE HIRED! 2: APPROACHES TO FIRST DAY ON JOB

| TEACHING-LEARNING-EVALUATION STRATEGIES | | RESOURCES |
|---|---|---|
| DISADVANTAGED | HANDICAPPED | |
| See Unit: "How to Keep a Job," for ideas to include.<br><br>Culminating Activities:<br>1. Develop bulletin board of major concepts learned about getting a job.<br><br>2. Evaluate, through discussion, what students have learned.<br><br>3. Complete an objective test covering main concepts in unit and the terms involved. | Same. | Unit of Instruction:<br>No. 1. How to Keep a Job |

| | BOOKS AND BOOKLETS | AUTHOR-SOURCE | PUBLISHER ADDRESS | DATE | COST |
|---|---|---|---|---|---|
| 1. | Basic Civil Service Training | Robert Fisher | South-Western Pub. Co.<br>5101 Madison Road<br>Cincinnati, Ohio 45227 | 1968 | $2.48; free loan, Resource Center for SVE Teachers,<br>151 Taylor Ed. Bldg.<br>Univ. of Ky.<br>Lexington, Ky.<br>40506 |
| 2. | Business Behavior | Allien R. Russon | South-Western Pub. Co.<br>(Same address as above.) | 1964 | $3.80; free loan, Resource Center for SVE Teachers |
| 3. | Dictionary of Occupational Titles | Department of Labor | Superintendent of Documents, U.S. Government Printing Office<br>Washington, D.C. 20402 | | |
| 4. | Full Speed Ahead - Communications 3 (Student Material) | Josephine Bauer | Follett Education Corp.<br>1010 W. Washington Blvd.<br>Chicago, Ill. 60607 | | $1.74; free loan, Resource Center for SVE Teachers |
| 5. | Getting a Job (Student Material) | Florence Randall | Fearon Publishers, Inc.<br>6 Davis Drive<br>Belmont, CA 94002 | 1968 | $2.50; free loan, Resource Center for SVE Teachers |
| 6. | Getting and Holding a Job | Bernard Schneider | Frank E. Richards Co.<br>324 First Street<br>Liverpool, NY 13088 | 1966 | $1.50; free loan, Resource Center for SVE Teachers |
| 7. | Good Grooming for Teenagers | Allen E. Breed | Burgess Publishing Co.<br>426 South 6th Street<br>Minneapolis, MN 55415 | 1969 | $3.25; free loan, Resource Center for SVE Teachers |
| 8. | Help Yourself to a Job<br>Part I, Part II, and Part III<br>(Student Material) | Yvette Dogin | Finney Company<br>3350 Gorham Avenue<br>Minneapolis, MN 55426 | 1971 | $1.50 ea.; free loan, Resource Center for SVE |

| | BOOKS AND BOOKLETS | AUTHOR-SOURCE | PUBLISHER ADDRESS | DATE | COST |
|---|---|---|---|---|---|
| 9. | How to Get a Job (Student Material) | William Fraenkel | National Assoc. for Retarded Children<br>2709 Avenue E East<br>Arlington, Texas 76011 | | Single copy free |
| 10. | How to Get a Job and Keep It (Student Material) | Dorothy Y. Goble | Steck-Vaughn Company<br>P.O. Box 2028<br>Austin, Texas 78765 | 1969 | $1.08; free loan, Resource Center for SVE Teachers |
| 11. | How to Hold Your Job (Student Material) | Fudell and Peck | Steck-Vaughn Company<br>(Same address as above.) | 1967 | $3.20; free loan, Resource Center for SVE Teachers |
| 12. | How to Use a Business Telephone | | Metromedia Analearn<br>56-05 4th Street<br>Maspeth Queens, NY 11378 | | $8.00; free loan, Resource Center for SVE Teachers |
| 13. | How You Can Get a Better Job | Willard K. Lasher | American Technical Society<br>848 East 58th Street<br>Chicago, Ill. 60637 | 1970 | $4.00 |
| 14. | The Job Ahead | Herman R. Goldberg and Winnifred T. Brumer, editors | Science Research Associates<br>259 E. Erie Street<br>Chicago, Ill. 60611 | 1963 | $6.00; free loan, Resource Center for SVE Teachers |
| 15. | A Job For You (Student Material) | Phyllis Dubnick | Steck-Vaughn Company<br>P.O. Box 2028<br>Austin, Texas 78765 | 1967 | $1.76; free loan, Resource Center for SVE Teachers |
| 16. | The Job You Want | Margaret E. Andrews | Gregg Publishing Div.<br>McGraw-Hill Book Co.<br>Manchester Road<br>Manchester, MO 63011 | | $1.36; free loan, Resource Center for SVE Teachers |
| 17. | Jobs in Your Future | Miriam Lee | Scholastic Book Services<br>904 Sylvan Avenue<br>Englewood Cliffs, N.J. 07632 | 1971 | $1.00; free loan, Resource Center for SVE Teachers |

| | BOOKS AND BOOKLETS | AUTHOR-SOURCE | PUBLISHER ADDRESS | DATE | COST |
|---|---|---|---|---|---|
| 18. | Kuder Vocational Preference Record, Form C | | Science Research Associates, Inc.<br>259 E. Erie Street<br>Chicago, Ill. 60607 | | 36¢ each |
| 19. | Looking For a Job (Student Material) | Richard H. Turner | Follett Education Corp.<br>1010 W. Washington Blvd.<br>Chicago, Ill. 60607 | | $1.16; free loan, Resource Center for SVE Teachers |
| 20. | Occupational Essentials | David J. Richter | h.c. Johnson Press, Inc.<br>Vocational Educ. Div.<br>P. O. Box 4156<br>1800 Broadway<br>Rockford, Ill. 61110 | 1972 | $3.95; free loan, Resource Center for SVE Teachers |
| 21. | Occupational Outlook Handbook | Department of Labor | Superintendent of Documents, U.S. Government Printing Office<br>Washington, D.C. 20402 | 72-73 | $6.25; free loan, Resource Center for SVE Teachers |
| 22. | On the Job (Student Material) | Hudson & Weaver | Frank E. Richards Co.<br>324 First Street<br>Liverpool, NY 13088 | 1966 | $1.25; free loan, Resource Center for SVE Teachers |
| 23. | The Opportunity Explosion | Robert O. Snelling | Signet Books--New American Library<br>1301 Ave. of the Americas<br>New York, N.Y. 10019 | | |
| 24. | Putting Your Newspaper to Work | William R. Van Osdol | Burgess Publishing Co.<br>426 South 6th Street<br>Minneapolis, MN 55415 | 1970 | $3.50 |
| 25. | Succeeding in the World of Work | Grady Kimbrell and Ben Vineyard | McKnight & McKnight Pub. Co.<br>Towanda Ave. & Route 66<br>Bloomington, Ill. 61701 | | About $6.00; free loan, Resource Center for SVE Teachers |

| | BOOKS AND BOOKLETS | AUTHOR-SOURCE | PUBLISHER ADDRESS | DATE | COST |
|---|---|---|---|---|---|
| 26. | Turner-Livingston Career Guidance Series | Richard Turner | Follett Education Corp.<br>1010 W. Washington Blvd.<br>Chicago, Ill. 60607 | | 6 books, $1.20 ea; free loan, Resource Center for S.V. Teachers |
| 27. | Turner-Livingston Communication Series | Richard Turner | Follett Education Corp.<br>1010 W. Washington Blvd.<br>Chicago, Ill. 60607 | | 6 books, $1.16 ea.; free loan, Resource Center for S.V. Teachers |
| 28. | You and Your Job (Text with Student Material) | Blackledge, Blackledge, and Keily | South-Western Pub. Co.<br>5101 Madison Road<br>Cincinnati, OH 45227 | | $2.12; free loan, Resource Center for S.V. Teachers |
| 29. | Your Job and Your Future, Books 1 and 2 (Student Material Books 1 & 2) | James Olsen | Webster Division<br>McGraw-Hill Book Company<br>Manchester Road<br>Manchester, MO 63011 | 1968 | $1.20 each |
| 30. | Quadrangle Maps | | U.S. Geological Survey<br>University of Ky.<br>Lexington, Ky. 40506 | | nominal cost |

| | FILMS | AUTHOR-SOURCE | ADDRESS | LENGTH | COST |
|---|---|---|---|---|---|
| 1. | "Applying for a Job" | Sterling Educational Films | 241 E. 34th Street | 11 min., color | Free loan, Resource Center for S.V. Teachers |
| 2. | "Aptitudes and Occupations" | Coronet Films<br>65 E. South Water Street<br>Chicago, Ill.<br>60601 | | color | $3.00 rental, U.K. Audio-Visual Service; $195.00 |

| | FILMSTRIPS | AUTHOR-SOURCE | ADDRESS | LENGTH | COST |
|---|---|---|---|---|---|
| 1. | "The ABC's of Getting and Keeping a Job" Series | Eye-Gate House | 146-01 Archer Ave. Jamaica, NY 11435 | | $72.00; free loan, Resource Center for S.V. Teachers |
| 2. | "Career Opportunities" Series | Popular Science Pub. Co., Audio-Visual Division | 355 Lexington Ave. New York, NY 10017 | | Free loan, Resource Center for S.V. Teachers |
| 3. | "Grooming for Boys" and "Grooming for Girls" | McGraw-Hill Text-Film Division | 330 West 42nd St. New York, NY 10036 | | $6.75 each |
| 4. | "Job Finding" | Popular Science Pub. Co., Audio-Visual Division | 355 Lexington Ave. New York, NY 10017 | | |
| 5. | "Jobs for High School Students" | Guidance Associates | P.O. Box 5 23 Washington Ave. Pleasantville, NY 10570 | 29 min. | $35.00; free loan, Resource Center for S.V. Teachers |
| 6. | "Job Interview" | Eye-Gate House | 146-01 Archer Ave. Jamaica, NY 11435 | | $6.00; free loan, Resource Center for S.V. Teachers |
| 7. | "The Look Is Natural" | | Educational Activties, Inc. | | Free loan: Resource Center for S.V. Teachers |
| 8. | "Occupational Education" (with cassette tape sound) | Eye-Gate House | 146-01 Archer Ave. Jamaica, NY 11435 | | $73.50; free loan, Resource Center for S.V. Teachers |
| 9. | "Road to Nowhere" | Guidance Associates | P.O. Box 5 23 Washington Ave. Pleasantville, NY 10570 | 24 min. | $35.00; free loan, Resource Center for S.V. Teachers |

| | FILMSTRIPS | AUTHOR-SOURCE | ADDRESS | LENGTH | COST |
|---|---|---|---|---|---|
| 10. | "Vocational Decisions" set with records | Society for Visual Education | 1345 Diversey Parkway Chicago, Ill. 60614 | | $31.00; free loan, Resource Center for S.V. Teachers |
| 11. | "Your Job Interview" (with records) | Guidance Associates | P.O. Box 5 23 Washington Ave. Pleasantville, NY 10570 | 29 min. | $35.00; free loan, Resource Center for S.V. Teachers |

| | MULTI-MEDIA | PUBLISHER - ADDRESS | DATE | COST |
|---|---|---|---|---|
| 1. | "Job Experience Kit" | Science Research Associates<br>259 East Erie Street<br>Chicago, Ill. 60611 | 1972 | $140.00; free loan, Resource Center for S.V. Teachers |
| 2. | "Occupational Exploration Kit" | Science Research Associates<br>259 East Erie Street<br>Chicago, Ill. 60611 | 1971 | $116.00; free loan, Resource Center for S.V. Teachers |
| 3. | "The World of Work: Getting a Job" | Education Resources, Inc.<br>47 West 13th Street<br>New York, N. Y. 10011 | 1972 | $161.00; free loan, Resource Center for S.V. Teachers |

| | UNIT GUIDES | AUTHOR-SOURCE | PUBLISHER ADDRESS | DATE | COST |
|---|---|---|---|---|---|
| 1. | "How to Keep a Job" | Love, Doris and Ernestine Scott | Resource Center for S.V. Teachers<br>151 Taylor Educ. Bldg.<br>Univ. of Kentucky<br>Lexington, Ky. 40506 | | Free |

SAMPLE JOB LEAD CARD
(FRONT)

JOB LEAD CARD NUMBER _____

NAME OF JOB OPENING _____

NAME OF COMPANY _____

ADDRESS OF COMPANY _____

_____

_____

TELEPHONE NUMBER _____

WHERE I OBTAINED THE INFORMATION ABOVE _____

_____

WHEN I OBTAINED THE INFORMATION ABOVE _____

IF FROM WANT ADS, CUT OUT AD
AND PASTE IN SPACE AT RIGHT:

PUT ADDITIONAL INFORMATION ON BACK OF CARD.

SAMPLE JOB LEAD CARD
(BACK)

ADDITIONAL SPECIFIC INFORMATION

1. WORKING CONDITIONS: _____

_____

2. HOURS: _____

3. SALARY OR WAGES: _____

4. TASKS REQUIRED IN A NORMAL DAY'S WORK: _____

_____

5. FRINGE BENEFITS: _____

6. ARE OWNERS OR MANAGERS GOOD PEOPLE TO WORK FOR? _____

OTHER INFORMATION I HAVE LEARNED ABOUT THIS JOB: _____

_____

_____

_____

WHERE I LEARNED ABOVE INFORMATION: _____

## GETTING INFORMATION FROM WANT ADS*

NAME _____ DATE _____ POINTS POSSIBLE _____ YOUR SCORE _____

INSTRUCTIONS: YOU WILL NEED THE WANT AD SECTION FROM A NEWSPAPER. FIND THE TYPES OF ADS LISTED BELOW, CLIP, AND PASTE THEM IN THE SPACES PROVIDED.

| COLUMN I<br>AD TO FIND: | COLUMN II<br>PASTE AD OR WRITE ANSWER HERE AS REQUIRED BY INSTRUCTIONS IN COLUMN I: |
|---|---|
| 1. AN AD WHICH STATES THE NAME OF THE JOB OPENING THE EMPLOYER HAS | 1. |
| 2. AN AD WHICH DOES NOT STATE THE NAME OF THE JOB OPENING AVAILABLE | 2. |
| 3. AN AD IN WHICH THE NUMBER OF HOURS PER DAY AND/OR WEEK IS STATED | 3. |
| 4. AN AD WHICH DOES NOT GIVE THE NUMBER OF HOURS PER DAY OR WEEK THE JOB REQUIRES | 4. |
| 5. AN AD FOR A JOB THAT IS PERFORMED ON OTHER THAN NORMAL OR REGULAR WEEK DAYS | 5. |
| 6. AN AD FOR A JOB THAT IS PERFORMED DURING NORMAL WEEKDAYS (MONDAY THROUGH FRIDAY) | 6. |
| 7. AN AD FOR A JOB THAT IS DURING NORMAL OR REGULAR WORKING HOURS (AN EIGHT-HOUR PERIOD BETWEEN 7:00 A.M. and 6:00 P.M.) | 7. |
| 8. AN AD FOR A JOB THAT IS TO BE PERFORMED DURING OTHER THAN REGULAR HOURS | 8. |

*This exercise is adapted from "The World of Want Ads," a programmed learning package by Oscar T. Atkins. It covers the concepts, abbreviations, terms, and other learnings about jobs which may be derived from a "hands on" study and search of newspaper ads.

| | | |
|---|---|---|
| 9. | AN AD FOR A "SPARE TIME" JOB | 9. |
| 10. | AN AD FOR A "PART TIME" JOB | 10. |
| 11. | AN AD THAT EITHER REQUIRES OR OFFERS THE OPPORTUNITY OF OVERTIME | 11. |
| 12. | AN AD THAT DOES NOT MENTION OVER-TIME | 12. |
| 13. | AN AD WHICH STATES THE AMOUNT OF HOURLY WAGES OFFERED | 13. |
| 14. | AN AD WHICH GIVES THE SALARY OFFERED INSTEAD OF HOURLY WAGES | 14. |
| 15. | AN AD WHICH DOES NOT MENTION ANY AMOUNT OF MONEY TO BE PAID | 15. |
| 16. | HOW MUCH MONEY DOES THE JOB IN AD NUMBER 13 ABOVE PAY PER YEAR? | 16. |
| 17. | HOW MUCH MONEY DOES THE JOB IN AD NUMBER 14 ABOVE PAY PER YEAR? | 17. |
| 18. | AN AD WHICH DOES NOT MENTION THE AMOUNT OF PAY BUT PROMISES A NICE PLACE IN WHICH TO WORK | 18. |
| 19. | AN AD WHICH PROMISES THE WORKER A HIGH-SOUNDING TITLE | 19. |
| 20. | AN AD WHICH LISTS SEVERAL FRINGE BENEFITS BUT NOT THE AMOUNT OF SALARY OR WAGES | 20. |
| 21. | AN AD WHICH PROMISES OR OFFERS A FREE PLACE FOR THE WORKER TO LIVE | 21. |

22. AN AD WHICH OFFERS "TRAVEL" AS A MEANS OF GETTING SOMEONE TO ACCEPT THE JOB — 22.

23. AN AD WHICH OFFERS MEDICAL OR HOSPITAL INSURANCE FREE TO THE WORKER — 23.

24. AN AD WHICH OFFERS PAID VACATIONS GIVEN BY THE EMPLOYER — 24.

25. AN AD WHICH OFFERS A BONUS TO THE EMPLOYEE — 25.

26. AN AD WHICH OFFERS A COMMISSION ON SALES — 26.

27. AN AD WHICH OFFERS A PROFIT-SHARING PLAN TO EMPLOYEES — 27.

28. AN AD WHICH OFFERS A PENSION OR RETIREMENT PLAN TO EMPLOYEES — 28.

29. AN AD WHICH IS FOUND IN THE WANT AD COLUMN BUT IS AN OPPORTUNITY FOR TRAINING--NOT FOR A JOB — 29.

30. AN AD WHICH IS FOR A JOB THAT REQUIRES THE EMPLOYEE TO FURNISH HIS OWN AUTOMOBILE FOR THE JOB — 30.

31. AN AD FOR A JOB FOR WHICH THE COMPANY OR EMPLOYER WILL FURNISH A CAR — 31.

32. AN AD FOR A JOB IN WHICH THE WORKER IS GIVEN AN EXPENSE ACCOUNT — 32.

33. AN AD WHICH SAYS THE COMPANY GIVES FRINGE BENEFITS BUT DOES NOT STATE WHAT KIND — 33.

34. AN AD WHICH OFFERS A CHANCE OF PROMOTION OR ADVANCEMENT AS A WAY OF GETTING SOMEONE TO TAKE THE JOB — 34.

35. AN AD WHICH PROMISES NO FRINGE BENEFITS AT ALL — 35.

36. AN AD WHICH HAS BEEN PLACED IN THE NEWSPAPER BY AN EMPLOYER OR COMPANY — 36.

37. AN AD WHICH WAS PLACED IN THE NEWSPAPER BY A PRIVATE EMPLOYMENT AGENCY — 37.

38. AN AD FOR A JOB PLACED BY A PRIVATE AGENCY WHICH STATES "FEE PAID" — 38.

39. AN AD FOR A JOB PLACED IN THE NEWSPAPER BY A STATE EMPLOYMENT AGENCY — 39.

40. AN AD YOU MAY ANSWER BY PHONE SINCE THE NUMBER IS GIVEN — 40.

41. AN AD WHICH CLEARLY SAYS TO "APPLY IN PERSON" — 41.

42. AN AD WHICH CLEARLY SAYS "NO PHONE CALLS" — 42.

43. AN AD WHICH MUST BE ANSWERED BY SENDING A RESUME — 43.

44. AN AD WHICH IS TO BE ANSWERED BY A LETTER TO A BOX NUMBER IN CARE OF THE NEWSPAPER--WITH NO COMPANY OR COMPANY ADDRESS LISTED — 44.

45. AN AD WHICH IS TO BE ANSWERED BY LETTER DIRECTLY TO THE COMPANY WHOSE ADDRESS IS GIVEN — 45.

| | | |
|---|---|---|
| 46. | AN AD WHICH GIVES A PHONE NUMBER AND AN ADDRESS BUT DOES NOT STATE HOW THE AD IS TO BE ANSWERED | 46. |
| 47. | AN AD WHICH REQUIRES SOME TYPE OF INVESTMENT (MONEY, TOOLS, ETC.) ON THE PART OF THE WORKER | 47. |
| 48. | AN AD WHICH MAKES PARTICULAR MENTION THAT REFERENCES ARE REQUIRED | 48. |
| 49. | AN AD WHICH REQUIRES THE WORKER TO RELOCATE (MOVE TO ANOTHER PLACE) | 49. |
| 50. | AN AD WHICH IS FOR SOME TYPE OF WHOLESALE WORK | 50. |
| 51. | AN AD WHICH IS FOR SOME TYPE OF RETAIL WORK | 51. |
| 52. | AN AD WHICH ADVERTISES FOR "HELPERS" OR LABORERS | 52. |
| 53. | AN AD FOR A JOB WITH A COMPANY WHICH CLAIMS TO BE AN "OLD, ESTABLISHED" ONE | 53. |
| 54. | AN AD OF A COMPANY WHICH BOASTS OF BEING A "NATIONAL" COMPANY | 54. |
| 55. | AN AD OF A COMPANY WHICH BRAGS OF BEING PROGRESSIVE, A GROWING COMPANY, ETC. | 55. |
| 56. | AN AD FOR A JOB WHICH DOES NOT REQUIRE A HIGH SCHOOL EDUCATION | 56. |
| 57. | AN AD FOR A JOB WHICH STATES THAT A HIGH SCHOOL DIPLOMA IS REQUIRED | 57. |

58. AN AD FOR A JOB WHICH REQUIRES A COLLEGE EDUCATION 58.

59. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO BE "AGGRESSIVE" 59.

60. AN AD FOR A JOB REQUIRING THE WORKER TO BE SHARP OR INTELLIGENT 60.

61. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO BE ATTRACTIVE 61.

62. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO HAVE COMPUTATIONAL (MATH) SKILLS AND TRAINING 62.

63. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO HAVE CLERICAL (OFFICE) SKILLS AND TRAINING 63.

64. AN AD IN THIS SPACE FOR A JOB WHICH REQUIRES THE WORKER TO BE ABLE TO DRIVE OR TAKE DRIVER TRAINING 64.

65. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO BE "EXPERIENCED" 65.

66. AN AD IN THIS SPACE FOR A JOB WHICH REQUIRES THE WORKER TO BE DEPENDABLE 66.

67. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO BE "HARD WORKING" 67.

68. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO HAVE MECHANICAL APTITUDE AND ABILITY 68.

69. AN AD FOR A JOB WHICH REQUIRES THE WORKER TO HAVE PERSUASIVE ABILITY 69.

70. AN AD WHICH YOU THINK IS MISLEADING 70.

71. AN AD WHICH YOU THINK IS HONESTLY REPRESENTING A GOOD JOB 71.

NAME_____ CAREER INTEREST _____

JOB ANALYSIS EXERCISE

1. Describe the actual work or list the many small tasks you will be performing in a usual day's work: _____

_____

_____

_____

2. List the equipment and machines you will be operating in this occupation: __

_____

_____

3. What tools will you be using in this job? _____

_____

_____

4. What business forms or "paperwork" will you be dealing with in this occupation? _____

_____

5. What materials and supplies will you be using or handling? _____

_____

_____

6. What type of people you will be dealing with mostly (boss, fellow workers, buyers, students, sellers, general public, the sick, etc.): _____

_____

7. How is this job useful and beneficial to others? _____

_____

_____

8. The number of hours you will work per day and week: _____hours per day

_____hours per week.

9. Working conditions:

a. Is this steady, year-round work or is it seasonal (house painting, for instance, is seasonal--a lot of work in spring and summer, very little in winter): _____

_____

b. Is this inside work, outside work, or a little of both? _____

_____

c. Are the working conditions pleasant? If so, how? _____

_____

d. Are there any unpleasant conditions in which you must work? If so, what?

_____

e. What are the hazards or dangers involved in this job? _____

_____

10. What level of education is generally required for entering this job? _____

_____

a. What special or vocational training is required? _____

_____

b. What is the length of such training? _____

_____

c. Where may it be obtained? _____

11. Physical requirements:

a. What are the general physical requirements for this job? _____

_____

b. Are there special physical requirements (height, weight, etc.)? _____

If so, what? _____

12. What special abilities or aptitudes are needed for this job (mechanical, artistic, musical, mathematical, clerical, language, finger dexterity, manual dexterity, spatial ability, social ability, eye-hand-foot coordination)?

_____

_____

13. What school subjects would help you develop the ability and knowledge to work in this occupation? _____

_____

14. Pay:

    a. What is the beginning local pay rate? _____

    b. Do workers in this job get few or frequent raises? _____

    c. Is there additional pay besides wages (tips, bonuses, commissions, etc.)? If so, what? _____

15. List the fringe benefits (medical or hospital insurance paid by the employer, paid vacations, coffee breaks, pension plans, etc.): _____

_____

_____

16. List some of the places near you where you could get such a job: _____

_____

_____

_____

_____

17. Are workers in this job respected by other people? _____

18. List what you consider some of the good points or advantages of this job:

_____

_____

_____

19. List what you consider some of the bad points or disadvantages of this job:

_____

_____

_____

20. Do you think you could work with such disadvantages every day? _____

21. What are the clothing and grooming requirements for this job? _____

_____

_____

_____

22. After studying and thinking a little more about this job, do you like it more or less than you did before you did this job analysis? _____

TEACHER INFORMATION SHEET

LOOKING FOR A JOB IN NEWSPAPER ADS

1. The next page (Student Material/15) is an example of a teacher's search for ads expressing the four types of responses expected of a prospective employee that may be found in ads. It may be used as a transparency or given as a handout guide for the students to follow in completing the exercise below.

2. Student Material/16 is a checklist for the students to use in looking for the four kinds of responses that may be found in ads. It is to be duplicated as a learning exercise.

3. Student Material/17 is the form page on which the students are to paste the ads they find in newspapers showing the four different responses. It is to be duplicated as a follow-up exercise sheet.

# LOOKING FOR A JOB?

WHY ARE Lexington Herald Routes hard to obtain? Because they provide extra income and only require an hour or two each morning, leaving the rest of the day open for other activities. If you are interested and take pride in doing a good job, call the Herald Circulation Dept., 254-6666, before 12 noon and let us talk with you.

## THE PERFECT JOB

Opening for 3 men over 18, with car, to make their own future calling on the prettiest girls in town. You will be dealing in the exciting photographic field in public relations. All fringe benefits. No experience necessary. Call Mr. Dey, 299-1261 Monday and Tuesday after 9:30 a.m. For information.

TELEPHONE order clerk — sit down job for handicapped person full or part position (2 shifts). Salary, vacation, insurance, paid holidays, no Saturday or Sunday work. Apply room 103, 629 N. Broadway.

## AHOY MATE'S!

Long John Silver's Seafood Shoppers now hiring full and part-time help. Counter and kitchen help needed. For full details stop at any one of Lexington's four locations and fill out an application.

**MALE AND FEMALE**

Sales — Retail Furniture

Desire energetic, dependable person with some sales experience for position with one of Lexington's better stores. Excellent salary and fringe benefits. Contact Mr. Foreman, in person, at Hudson Furniture, 2519 Nicholasville Road, Monday thru Friday, noon to 7 p.m.

Airline reservation & ticketing clerk — experience required. 5 day week. Fringe benefits. Salary commensurate with ability. Write Box 123 Herald Leader.

GUARDS, Lexington area, full time and part time; height 5 foot 9 inches, no police record, no pyhsical handicaps. All uniforms and equipment furnished. Excellent benefits and retirement. This is an equal opportunity employer. Reply in your handwriting and give own phone number. Write Box 134 Herald Leader 40507.

WAREHOUSE MAN to pull and pack shipments, take phone orders. Must have automotive experience. Mail resume to Custom Speed Warehouse, 211 Rosemont Garden.

## FOOD SERVICE MANAGEMENT TRAINEE

### Come Grow With US ! !

Our rapid growth in coffee shops, fast foods and atmosphere operations is creating many new and exciting career opportunities. If you are people and business oriented, posses some food experience or a real desire to learn, contact or send resume to:

MR. ROBERT JONES,
2468 NICHOLASVILLE ROAD
Lexington, Kentucky 40503
606/278-7458

G.H. OWENS, CURR. DEV. CNTR, U.K., 849

NAME _____

LOOK AT THE ADS I HAVE CUT FROM THE NEWSPAPER. READ THEM.

IN THE BLOCKS BELOW, CIRCLE THE CORRECT WAY THAT THE ADS IN EACH MATCHING BLOCK ASKS FOR A REPLY TO THE AD.

| (1) | (2) |
|---|---|
| IN PERSON | IN PERSON |
| BY LETTER | BY LETTER |
| BY TELEPHONE | BY TELEPHONE |
| SENDING A RESUME | SENDING A RESUME |
| (3) | (4) |
| IN PERSON | IN PERSON |
| BY LETTER | BY LETTER |
| BY TELEPHONE | BY TELEPHONE |
| SENDING A RESUME | SENDING A RESUME |

NAME _____

IN EACH OF THE BLOCKS OF SPACE BELOW, PLACE A JOB AD FROM THE NEWSPAPER THAT IS AN EXAMPLE OF EACH WAY TO ANSWER AN AD.

| (1) | (2) |
|---|---|
| IN PERSON | BY WRITING A LETTER |
| (3) | (4) |
| BY TELEPHONE | BY SENDING A RESUME |

## TEACHER INFORMATION SHEET

## LETTER OF APPLICATION AND ITS ENVELOPE

1. Use the letter of application and its envelope by cutting the different parts along the dotted lines. Have the students arrange the parts in order on a sheet of 8½ x 11" paper.

   This exercise could also be done in chart size and used for teacher demonstration and explanation purposes. (Student Material 19 and 20)

2. Cut a prepared letter of application into its different parts. Have the students read the different parts and arrange them in their proper order. (Student Material/21)

3. The checklist may be used by the students to check important points and appropriate order in the letter of application which they prepare. (Student Material/22-23)

YOUR HOME ADDRESS
CITY, STATE ZIP
DATE

---

PERSON OR COMPANY YOU ARE WRITING
INSIDE ADDRESS
CITY, STATE ZIP

---

SALUTATION:

---

BODY OF THE LETTER XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXX.

---

CLOSING,

WRITE YOUR NAME

YOUR NAME
MAILING ADDRESS
CITY, STATE ZIP

PERSON OR COMPANY NAME
MAILING ADDRESS
CITY, STATE ZIP

Rt. 3
Flemingsburg, Kentucky 41041

October 1, 1973

Mr. Gerald Burke
Manager
Southern States Cooperative
Flemingsburg, Kentucky 41041

Dear Mr. Burke:

Please consider me for the stock and loading job you advertised in the Fleming Gazette of September 29.

I am a senior at Fleming County High School and have taken Agriculture as one of my classes all four years. I have worked as a stock and carry-out boy at a grocery in Dayton, Ohio, this summer. Since I live on a farm, I have had a good bit of experience with farm machinery, tools, and supplies.

I am available for part-time work after school and on Saturdays.

May I come for an interview at your convenience anytime after school hours? You may call me at 267-2001.

Very truly yours,

Greg Porter

NAME _____

CHECKLIST FOR LETTER OF APPLICATION AND ITS ENVELOPE

Using this checklist, check the letter of application and envelope that you have written.

Answer each question by circling either yes or no.

If you have any no answers circled when you finish, you will want to rewrite the letter or envelope part involved.

| | | | |
|---|---|---|---|
| 1. | Did you leave a margin (space) on both sides of your letter? | Yes | No |
| 2. | Did you begin your letter about 2" down from the top of the page? | Yes | No |
| 3. | Is your mailing address in the upper right side of the letter? | Yes | No |
| 4. | Did you remember to put in today's date? | Yes | No |
| 5. | Did you leave some space between the date and the company address? | Yes | No |
| 6. | Is the company to whom you are writing the first thing you have written on the left of the page? | Yes | No |
| 7. | Did you remember to leave some space after the company address and after the salutation? | Yes | No |
| 8. | Did you use zip codes in your address and the company address? | Yes | No |
| 9. | If you are writing a person, did you say, "Dear Mr....."? | Yes | No |
| | If you are writing a company, did you say "Gentlemen:"? | Yes | No |
| 10. | Did you put a colon after the salutation? | Yes | No |
| 11. | Does each paragraph of your letter deal with one particular idea? and begin with a new one? | Yes | No |
| 12. | Do you have a paragraph for each new idea? | Yes | No |
| 13. | Did you space between paragraphs? | Yes | No |
| 14. | Have you used a suitable closing to your letter, such as "Very truly yours," or "Yours truly,"? | Yes | No |

CHECKLIST FOR LETTER OF APPLICATION AND ITS ENVELOPE (Continued)

15. Did you leave some space between the closing and signing your name? Yes No

16. Are your closing and signature on the lower right side of the page, beginning the same distance from the center as your address at the top of the page? Yes No

17. Are your name and mailing address in the upper left corner of your envelope? Yes No

18. Do you have a complete address for the company name you are writing on the envelope? Yes No

19. Are the company name and address on the envelope written clearly and neatly? Yes No

20. Are the return address and the company address on the envelope spaced nicely? Yes No

21. Will the appearance, handwriting, and spelling of your letter of application and its envelope impress your prospective employer? Yes No

NAME _____

## CHECKLIST FOR TELEPHONE USAGE

(GIVE FULL FIVE POINTS FOR ANY PART NOT INCLUDED IN A PARTICULAR SIMULATION EXERCISE)

| | STUDENTS' NAMES |
|---|---|
| USE OF DIRECTORY: WHITE PAGES | |
| USE OF DIRECTORY: YELLOW PAGES | |
| OUTGOING CALLS:<br>A. DIALING: LOCAL<br>B. DIALING: LONG DISTANCE<br>C. DIALING: LONG DISTANCE, COLLECT | |
| INCOMING CALLS: ANSWERING | |
| POSITION OF TRANSMITTER TO MOUTH | |
| OPENING GREETING:<br>A. TIMELY GREETING<br>B. IDENTIFICATION OF SELF (AND COMPANY)<br>C. CHEERFUL VOICE<br>D. VARYING TONE<br>E. LOUDNESS OF VOICE<br>F. TRANSFER OF CALL TO CORRECT PERSON | |
| CONVERSATION:<br>A. DISTINCT SPEECH<br>B. LISTENS WITHOUT INTERRUPTING<br>C. COURTEOUS RESPONSES<br>D. STATEMENT OF BUSINESS<br>E. EXCUSE TO HANDLE UNEXPECTED INTERRUPTION<br>F. NOISELESS PLACEMENT OF PHONE DURING INTERRUPTION | |
| CLOSING:<br>A. UNRUSHED GOOD-BYE<br>B. TONE NOT LOWERED<br>C. PLACEMENT OF PHONE IN CRADLE | |
| TOTAL POINTS:<br>(110 POSSIBLE) | |
| POINTS PER ITEM:<br>5 - EXCELLENT<br>4 - VERY GOOD<br>3 - GOOD<br>2 - FAIR<br>1 - POOR | |

Student Materials

SAMPLE RESUME
(PERSONAL DATA SHEET)

NAME: Joseph E. Brown

ADDRESS: 416 Sycamore Heights
Williamson, West Virginia 25661

TELEPHONE: 235-4141

DATE OF BIRTH: May 3, 1950

HEIGHT: 6' 1"

WEIGHT: 175 pounds

MARITAL STATUS: Single

HEALTH: Excellent

OBJECTIVE:
To work as a mechanic's helper.

EDUCATION:

| | |
|---|---|
| High School: | Belfry High School, Belfry, Kentucky |
| Degree: | High School Diploma, 1969 |
| Major: | Vocational: Auto Mechanics |
| Grade Average: | B+ (Upper 10% of Graduating Class) |

SCHOOL ACTIVITIES:

President of student council during senior year. Chairman of representatives from all classes. Conducted business sessions relating to student affairs.

Member of varsity football team for two years. Captain during senior year.

President of VICA Club during senior year. Conducted meetings pertaining to youth leadership, community relations, and led in making preparations for educational field trips for students in vocational training.

MILITARY STATUS:
Exempt from draft because of lottery number.

WORK EXPERIENCE:

Part-time service station attendant for three years. Did all phases of this type work.

In-school NYC program for one year. Did custodial work.

RELOCATION:
Open for relocation.

TRAVEL:
Open for travel.

SALARY:
Salary negotiable.

REFERENCES:
Rev. John Mission, Minister, First Baptist Church, Burnwell, Kentucky 41311.

Mr. Rudolph Fueler, owner and operator, Rudy's Service Station, East 4th Avenue, Williamson, West Virginia 25661.

Mr. Larry Youngfellow, NYC program director, Belfry High School, Belfry, Kentucky 41514.

# RESPONSES ON JOB APPLICATION FORMS

I. Filling in Lined Spaces:

A. Specific Information:

1. Date _____
2. Social Security Number _____

B. Negative or Positive Answers (Yes or No):

1. Citizen of U.S.? _____
2. Any relatives employed by company? _____

C. Quantity (how many): state exact number or "none".

1. Number of dependents _____
2. Yrs. of college completed _____

D. Does not apply: N/A or ——

1. Branch of service _____
2. Type of discharge _____

E. Check mark or X in lined spaces:

1. Own home _____ board _____ rent _____ live with parents _____
2. Single _____ divorced _____ married _____ widowed _____
3. No. of dependents: ____1 ____2 ____3 ____4 ____5 ____over 5

II. Circling or underlining (No Spaces):

A. Miss
Mrs.
Mr.

B. Yes
No

C. Highest Grade Completed: 9 10 11 12 13 14 15 16

D. Own Home Board Rent Live with Parents

II. Enclosed Spaces (Check Mark or X):

A. U.S. Citizen 0 0

B. Single ☐ Married ☐ Widowed ☐ Separated ☐ Divorced ☐

C. ☐ own home ☐ board

☐ rent ☐ other

☐ live with parents

NAME _____

# GROOMING FOR THE INTERVIEW CHECKLIST

___ 1. I took a shower or bath.
___ 2. ! washed my face.
___ 3. I brushed my teeth and freshened my mouth.
___ 4. My clothes are clean and well pressed.
___ 5. My clothes are a dress-up, church-type outfit.
___ 6. My shoes are clean and shined.
___ 7. My hair is clean and styled in a becoming way.
___ 8. My nails are clean and trim.
___ 9. I smell fresh and clean.
___ 10. I do not appear extreme.
___ 11. I appear natural and pleasant.
___ 12. I applied a little makeup and perfume (Girls).
___ 13. I am comfortable.
___ 14. I am standing tall. (good posture)
___ 15. I had a look at myself in the mirror and was pleased.

# THE INTERVIEW--THINGS TO TAKE
## CHECKLIST

BALL POINT PEN

SOCIAL SECURITY CARD

BIRTH CERTIFICATE

COPY OF SCHOOL RECORD

RESUME

LIST OF REFERENCES (Be sure you have asked these people to use their names)

SELF-CONFIDENCE

# QUESTIONS ASKED DURING JOB INTERVIEWS

1. Where do you live?
2. How long have you lived there?
3. What hobby or hobbies do you have?
4. Where did you attend high school?
5. What special training did you get there?
6. What courses did you like best?
7. What courses did you like least?
8. What were some of your extracurricular activities?
9. What is your military status?
10. How old are you now?
11. Have you worked at any other job before?
12. Why did you leave?
13. How much did you make?
14. How much do you expect to make here?
15. Can you type or operate a cash register?
16. What do you want to do when you are out of school?
17. Were you absent or tardy a lot at school?
18. Where did you learn about this job opening?
19. How long did you work for your last employer?
20. Do you want temporary or permanent employment?
21. Did you get along well with your last employer?
22. Did you get along well with the employees you worked with?
23. Are you willing to start out with $1.60 per hour pay?

# JOB INTERVIEW CHECKLIST

(GIVE FULL THREE POINTS FOR ANY PART NOT INCLUDED IN A PARTICULAR INTERVIEW)

| | NAMES |
|---|---|
| RECEPTION OFFICE: | |
| A. ARRIVES AT LEAST TEN MINUTES EARLY: | |
| B. GIVES NAME AND STATES BUSINESS TO RECEPTIONIST: | |
| C. MAKES NO CONVERSATION WITH RECEPTIONIST OR OTHERS WHO ARE IN WAITING ROOM: | |
| GREETING: | |
| A. INTRODUCES SELF: | |
| B. CALLS EMPLOYER'S NAME: | |
| C. GIVES FIRM HANDSHAKE IF EMPLOYER EXTENDS HAND: | |
| D. STANDS UNTIL ASKED TO SIT: | |
| E. USES FRIENDLY SPEECH: | |
| INTERVIEW: | |
| A. SPEECH: | |
| 1. HAS PLEASANT TONE: | |
| 2. AVOIDS SLANG: | |
| 3. DOES NOT SPEAK TOO LOUDLY OR TOO SOFTLY: | |
| 4. SAYS Yes, Sir; No, Sir: | |
| 5. SPEAKS CLEARLY: | |
| B. CONVERSATION: | |
| 1. LISTENS CAREFULLY: | |
| 2. LOOKS DIRECTLY AT EMPLOYER: | |
| 3. ANSWERS UNHURRIEDLY BUT NOT TOO SLOWLY: | |
| 4. ANSWERS QUESTIONS COMPLETELY: | |
| 5. ENJOYS TALKING WITH EMPLOYER: | |
| 6. TAKES LEAD IN TALKING, IF NEEDED: | |
| 7. DOES NOT INTERRUPT: | |
| 8. ASKS GOOD QUESTIONS, IF EMPLOYER GIVES OPPORTUNITY: | |
| C. BEHAVIOR: | |
| 1. HAS NO RESTLESS MOVEMENTS OF FEET AND LEGS: | |
| 2. DOES NOT MOVE HANDS RESTLESSLY: | |
| 3. HAS NO NERVOUS FACIAL HABITS: | |
| D. PERSONALITY: | |
| 1. INTERESTED: | |
| 2. SINCERE: | |
| 3. HONEST: | |
| 4. AT EASE: | |
| 5. FRIENDLY: | |
| 6. COURTEOUS: | |
| 7. NOT NEGATIVE OR CRITICAL: | |
| 8. SHOWS KINDNESS: | |
| CLOSE: | |
| A. STANDS WHEN EMPLOYER STANDS: | |
| B. GIVES FIRM HANDSHAKE: | |
| C. GIVES PARTING EXPRESSION OF APPRECIATION: | |
| TOTAL POINTS | |

POINT RATINGS:
3 - EXCELLENT
2 - GOOD
1 - FAIR

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